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ABSTRACT

A study examined the satisfactions and dissatisfactions of people employed in traditional and nontraditional jobs. During the project, mail questionnaires were returned by a sample of 352 residents that included both males and females employed in traditional occupations. Information was collected from the respondents regarding their sex, ethnic background, educational attainment, age, marital status, present job, length of employment in their present job, and the contribution of their salary to their total home income. While the sources of satisfaction were no different for employees in nontraditional occupations than they were for employees in traditional occupations, employees in nontraditional occupations had consistently higher mean satisfaction scores, indicating a greater degree of satisfaction. Futhermore, the five categories with the highest mean satisfaction were the same for both groups. Those who left their jobs, however, had considerably lower mean satisfaction scores for each category, a fact that could imply a misconception about job content on their part. These findings support the need for more programs, such as cooperative vocational education, providing realistic work experiences that enable students to obtain a more objective conception of the real nature of the world of work. (Appended to the report are the survey instrument and tables of data from the survey.) (MN)

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FINAL REPORT

SATISFACTIONS AND DISSATISFACTIONS

OF

PEOPLE IN TRADITIONAL AND NONTRADITIONAL JOBS

Research Project Funded by:

Texas Education Agency
Department of Occupational
Educational and Technology
Research Coordinating Unit

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Dr. Jeanette Jenkins, Associate Professor
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Gerald Phariss, Director of Training
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Plumbing and Pipefitting Industry

M. W. Billups
Painter's Local Union #53

Marilyn Wade, Director of Nursing
West Texas Hospital

Sincere gratitude is expressed to the many others across the state of Texas who cooperated in acquiring names and addresses of nontraditional employees and sharing expertise for the study. Hopefully this study will help counselors and students gain insight into nontraditional jobs.

Dr. Joan M. Kelly, Project Director

Betty L. Campbell, Research Associate

June 1982

SATISFACTIONS AND DISSATISFACTIONS OF

PEOPLE IN TRADITIONAL AND NONTRADITIONAL JOBS

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CHAPTER I
INTRODUCTION

Business has been actively recruiting nontraditional employees since 1964 when Title VII of the Civil Rights Act was passed. Historically, business has looked to vocational education programs as a source of trained employees. Vocational programs such as health services, office occupations, trades and industry, agriculture, and home economics provide prime areas for enrollment of students in nontraditional programs. Recruitment and retention of students into these programs should be based upon realistic information regarding the work experiences of nontraditional employees. The research project, "Satisfactions and Dissatisfactions of People in Traditional and Nontraditional Jobs," was designed to determine aspects of jobs which provided satisfactions and those which were dissatisfying to both traditional and nontraditional employees.

OVERVIEW

General background information is essential for interpreting the results of the study. Definitions of traditional and nontraditional jobs, the rationale for the study, the objectives of the study and research questions to be addressed are included in this section of the report.

Definitions:

There is no standardized definition for a nontraditional job or a nontraditional worker in that job. The most readily accepted method of defining traditional and nontraditional employment is to base the division upon the proportion of men and women in the job. While some studies considered a job nontraditional if a majority of the workers were of the opposite sex, a more precise division was used by Greenfeld, et al. (9).

They considered jobs which contained 30 percent or fewer workers of the same sex as the worker to be nontraditional. Those with 70 percent or more workers of the same sex were traditional and the ones falling between these two points were labeled sex ratio balanced jobs.

The Louisiana study of women in nontraditional jobs, "Forty-six Pioneers: Louisiana Women in Non-traditional Jobs," defined a nontraditional job as "- - those in which women have, over the years, been underrepresented by practice or custom" (15, pg. 2). This study considered the historical composition of a job's workforce as the determinant. A similar line of thought is used in vocational education where according to The National Center for Research in Vocation Education nontraditional vocational education programs are defined as programs "that have had enrollments primarily of one sex" (24, pg. 12).

Shinar's landmark research attempted to determine whether historical perceptions of jobs which are traditional and those which are nontraditional would correlate with the distribution of men and women in a particular job. She found that the majority of both men and women surveyed (86 percent) perceived proportion of men and women in the job as the primary criterion for rating the job. While there was agreement between men and women on the criterion to be used, women perceived all occupations slightly more open to women than men did. In other words, women perceived more jobs to be neutral. They were less inclined than men to rank a job as either masculine or feminine (22).

In order to make the definition as clear as possible, the questionnaire used in the study defined a nontraditional job for a women as "one in which most of the workers are men," and a nontraditional job for a man as "one in which most of the workers are women."

NEED

As inflation and unemployment continue to escalate, economic pressures upon the individual increase. As these pressures increase, it becomes paramount that young people leaving high school possess skills which are in demand in today's job market. The challenge for schools and particularly for vocational education should be to help provide these skills.

In the job market, the composition of the labor pool has undergone drastic changes. Workers are more educated. There are more older workers and more women in the labor force. More than 50 percent of American women sixteen years of age or over are working. By 1985, 57.1 million women are predicted to comprise the United States labor force. The prediction is for the figure to reach 60.4 million or almost two-thirds of the total female population by 1990. Women are remaining in the work force longer. They are marrying later and delaying childbirth. Another factor increasing the length of time spent in the labor force is the increase in the number of women with young children in the work force. Their numbers have more than tripled between 1950 and 1978. In 1978, 41.6 percent of this group held jobs. (25)

> Although increasing numbers of women have been entering the workforce, the job categories a large number of women occupy are limited. Of the 440 jobs in the Census Occupation Classification System, the majority of women are found in only twenty. Occupations that are more than 90 percent female include bank teller, typist, secretary, telephone operator, bookkeeper, and nurse. In the case of "female" jobs, what stands out is the specificity of tasks and absence of promotional ladders. (25, pg. 1)

The full extent of the effect these changes will have upon young people seeking employment is not known. It seems obvious, however, that they should be as well prepared as they possibly can be in order to compete for existing jobs. Although most businesses have been cooperative in

seeking nontraditional employees since the enactment of the 1967 Equal Rights Ammendment, the Federal Equal Pay Act, and other nondiscriminatory legislation, the change in the sex ration of jobs has been very slight.

Occupations which provide prime potential for placement of nontraditional male workers include licensed practical nursing, nursing aides, orderlies, and attendants where 170,000 openings appear yearly and office occupations with 526,700 openings for secretaries and typists each year. (18) Women seeking nontraditional employement would find the general categories of craft workers (transportation, equipment and chemical, and petroleum processing) and operatives (painters, plasterers, cement and concrete finisherers, roofers, and metal workers) have a deficit in supply of workers. Almost all these job categories are included in vocational education programs.

Effective vocational programs should meet students' economic needs, provide interesting work, and maximize individual abilities. Schools should be countering the socialization patterns which prevent students of both sexes from acquiring the job training that will do them the most good. This would involve crossing traditional sex lines for both males and females.

Students entering the world of work need a realistic picture of satisfactions and challenges which they will encounter. It is particularly important that students who elect a nontraditional occupation have realistic expectations of that position when they begin work. At this point, research has apparently not addressed the question of satisfaction and dissatisfaction of people actually employed in nontraditional occupations. (6)

In particular, data needs to be gathered to determine sources of

satisfaction and dissatisfaction in nontraditional jobs as perceived by people employed in nontraditional areas. Reasons for choosing a nontraditional occupation, sources and extent of career information, factors which contribute to or deter career advancement, and whether selected background variables influence sources and extent of job satisfaction need to be determined. These findings can assist vocational teachers and counselors in developing realistic programs which will meet the needs of students of both sexes and encourage them to enter jobs that will maximize their potential without regard to the sex stereotype of the occupation.

OBJECTIVES OF THE STUDY

The purpose of this study was to determine the factors which contribute to job satisfaction and dissatisfaction for people employed in nontraditional occupations. This provides a basis for increasing enrollment in nontraditional vocational education programs in Texas by supplying information to appropriate vocational personnel for use in recruiting and counseling students and supplying realistic information about nontraditional occupations. Supporting objectives included:

1. Develop a valid and reliable assessment instrument to:

a) determine factors contributing to job satisfaction for males and females employed in traditional and nontraditional jobs such as salary, utilization of capabilities, and potential for advancement.

b) determine factors contributing to dissatisfaction of males and females employed in traditional and nontraditional occupations such as peer conflict, inability to fulfill job requirements, and lack of opportunity for advancement.

c) determine sources and extent of career information received before entering a traditional or a nontraditional occupation.

d) identify reasons males and females chose alternative career options after employment in a nontraditional occupation.

2. Analyze data collected to provide a basis for the preparation and presentation of information to be disseminated to vocational directors, counselors, vocational teachers, and students.

3. Disseminate findings to vocational directors, vocational counselors, vocational teachers, and students.

RESEARCH QUESTIONS

1. What are the sources of satisfaction and dissatisfaction for employees in traditional and nontraditional occupations?

2. What are the sources of satisfaction and dissatisfaction for employees who remained in nontraditional occupations and employees who left nontraditional occupations?

3. What are the reasons for employees selection of traditional and nontraditional occupations?

4. What are the reasons why employees left nontraditional employment?

5. What are the sources of career information received by employees before entering traditional and nontraditional occupations?

6. What are the sources of career information received by employees who remained in nontraditional occupations and employees who left nontraditional occupations?

CHAPTER II

Methods and Procedures for the Study

This chapter contains a detailed description of the methods and procedures utilized in the collection and treatment of data for this study. Subdivisions of the chapter are 1) selection and role of project facilitators; 2) sample for the study; 3) development of the instrument; 4) treatment of the data.

SELECTION AND ROLE OF PROJECT FACILITATORS

People currently employed in areas in which nontraditional employees are available were utilized as project facilitators. Six facilitators were selected from a broad range of occupational categories. They represented a cross section of educational levels, experience, and positions. The six selected included Dr. Jeanette Jenkins, Associate Professor, Early Childhood Education, Texas Tech University; Kenneth Lamkin, District Director, Bureau of Apprenticeship and Training; Ronnie O'Riley, Training Director, Electrical Workers Apprenticeship and Training Committee; Gerald Phariss, Director of Training, Dallas Apprentice Committee for the Plumbing and Pipefitting Industry; M. W. Billups, Painter's Local Union #53; and Ms. Marilyn Wade, Director of Nursing, West Texas Hospital.

The project facilitators were contacted by telephone and asked to serve. The rationale and objectives of the project were explained at this time. Every individual contacted agreed to serve as a project facilitator.

Each facilitator was mailed a copy of the questionnaire used in the study. (See letter, Appendix III.) They made recommendations regarding terminology, content, and format. Their recommendations were utilized in revising the questionnaire and preparing a final draft for distribution to

the sample subjects.

SAMPLE FOR THE STUDY

Project facilitators and other persons willing to cooperate in the project either transmitted questionnaires or provided names and addresses of both traditional and nontraditional employees in their respective occupational areas. These lists included both males and females.

Dr. James Partain, Division Head of the Texas Engineering Extension Service, Texas A & M, provided a list of persons who left their training program and entered employment in nontraditional areas. These included job titles of office worker, electronics repair, drill press operator, electric construction worker, heavy construction worker, automotive mechanic, and welder.

Casey Riley, Project Coordinator Special Programs Training Division, Texas A & M, provided a list of women who had completed orientation courses for highway construction jobs. This list included women from across the state of Texas.

The Women in Communications, Inc. provided a current membership list of women in their organization. Members were concentrated in the Dallas area.

All the employees of the Lubbock Division of South Plains Electric Coop were also included in the sample. These people were contacted through the personnel department rather than by supplying the researchers with a list of names. Gerald Phariss, M. W. Billups, and Ronnie O'Riley also supplied questionnaires to nontraditional workers in their programs rather than submitting names to the researcher. These programs are also centered in Dallas.

The remainder of the sample was obtained from a list of all Vocational

Nurses in the state of Texas who were licensed in 1982 by the Texas Board of Vocational Nurse Examiners. Names of both traditional female employees and nontraditional male employees were randomly selected from this list. A table of random numbers was used to select subjects.

In all, a total of 1,818 questionnaires were delivered to subjects. These included 468 traditional female employees, 467 nontraditional female employees, 475 traditional male employees and 408 nontraditional male employees. All the subjects selected had Texas mailing addresses.

DEVELOPMENT OF THE INSTRUMENT

A two-part questionnaire was used to collect data. Part A included demographic information regarding: traditional or nontraditional employment, educational level, mother's employment, present job, tenure in present job, and source of job information. An optional page for people who had left a nontraditional job was also included in this section. Respondents selected the three most important reasons for leaving a nontraditional job. Items to be used in demographic information were determined after an extensive review of literature regarding job satisfaction and dissatisfaction.

Part B of the questionnaire was composed of 60 statements about jobs. The respondent was asked to indicate on a 6 point scale, plus a "does not apply" category, how satisfied they were with each aspect of their job. The statements used were selected from the 100 statements in the Minnesota Satisfaction Questionnaire (MSQ) or developed by the researchers. The statements corresponded to 20 satisfaction categories of the MSQ. The categories used were: ability utilization; achievement; advancement; personal authority; company policies and practices, compensation; co-workers; independence; physical ability; recognition; responsibility; security,

social service; social status; supervision-human relations; supervision-technical; technical competency; variety; work challenge; and working conditions. Three statements for each category were used, making a total of 60 statements.

These 60 statements were submitted to a panel composed of six vocational education teachers, vocational directors, and placement service officials. The panel placed each item in a category to determine validity of the instrument. (See letter in Appendix III.) One hundred percent of the panel responded to the questionnaire.

As a result of the validation process, 12 of the 60 statements were revised or rewritten. The questionnaire was then submitted to a second six member panel of work supervisors. A 94 percent overall agreement of categorization of items was obtained.

TREATMENT OF THE DATA

The data was analyzed using the Statistical Analysis System (SAS), means, frequencies, and percentages. A mean satisfaction score for each item was attained by dividing the cumulative values of the level checked by the respondents by the number of respondents marking that item. Numerical values were assigned to each level on the scale using six for extremely satisfied and decreasing by one at each subsequent level. Thus, extremely dissatisfied had a value of one. The "does not apply" category was coded as a zero.

Categorical means were achieved by dividing the cumulative values for each of the three satisfaction statements designated for that category by the sum of the number of respondents marking each of the three items. Descriptive statistics were used to analyze demographic variables utilizing means, frequencies, and percentages to describe categorical areas,

traditional and nontraditional and sexual comparisons as described in the research questions.

CHAPTER III
RESULTS OF THE STUDY

Data were collected and analyzed to determine sources of job information and sources of job satisfaction and dissatisfaction for people in both traditional and nontraditional occupations. Computer analysis of the data utilized frequencies and means. The results of the study as related to the research questions stated in chapter I are summarized in this chapter.

PROFILE OF THE RESPONDENTS

The respondents were divided into two major categories, traditional employees and nontraditional employees. Each category was subdivided for males and females. One portion of the questionnaire identified respondents who had been employeed in a nontraditional job but had left that job. This created a subcategory within the traditional respondents. One thousand eight hundred eighteen questionnaires were sent to Texas employees, 875 to nontraditional employees and 943 to traditional employees. A total of 352 usable questionnaires were returned. A profile of respondents is shown in Table I.

An analysis of Table I shows 57 percent of the respondents were traditional employees and 43 percent were nontraditional. Forty percent were males and 60 percent females.

The majority of the respondents were White, 85 percent. The remainder of the sample, in order, were: Hispanic, seven percent; black, five percent; American Indian, two percent; and Asian, less than one-half percent.

Almost 75 percent of the sample had received some education beyond high school, attending either college or vocational/technical school.

Slightly more (43%) had attended college than vocational or technical schools (31%). About 23 percent reported high school as the highest level of education attained, and two percent reported elementary school as the highest.

Employees under 21 comprised the smallest age group of the sample, (1%). Those 21-30 years old made up slightly more than one third of the sample, (37%). Almost one third (31%) were 31-40 years of age. The remainder of the sample were almost equally divided between the 41-50 year old group (16%) and those over 50 (15%).

Over two thirds (70%) of the respondents were presently married. Slightly less than a third (30%) were single.

Licensed Vocational Nurses comprised the largest single job category of respondents, 32 percent. The communications workers category was next largest with 18 percent. The others in declining order were electricians, six percent; office workers, five percent; carpenters, four percent; iron workers, highway construction workers, child/day care workers, and painters/decorators, one percent each; and automotive mechanics, electronics technicians, machinists, plumbers, pipefitters, and sheetmetal workers, less than one percent each. The "other" category (27%) included jobs not specifically listed on the questionnaire. The most frequently mentioned jobs were registered nurses, publishers, editors, and free lance writers.

Most respondents (77%) had been employeed in their present job more than one year. Forty-one percent had one to five years tenure in their present job, and 35 percent more than five years. Those with less than six months tenure and from six months to one year were equally represented with 11 percent in each category.

TABLE I
Profile of Sample
N = 352

Item	Number	%
Employment		
Traditional	200	57.3
Nontraditional	149	42.7
Sex		
Male	139	40.2
Female	206	59.5
Ethnic Background		
American Indian	8	2.3
Asian/Pacific Islander	1	0.3
Black	17	4.9
Hispanic	26	7.4
White	298	85.1
Education (Highest Level)		
Elementary	8	2.3
High School	81	23.2
Vocational/technical	109	31.2
College	151	43.3
Age		
Under 21	5	1.4
21-30	131	37.2
31-40	110	31.3
41-50	55	15.6
Over 50	51	14.5
Marital Status		
Single	107	30.4
Married	245	69.6
Present Job		
Automotive mechanic	2	0.6
Carpenter	15	4.3
Child/day care worker	4	1.1
Communications worker	64	18.2
Electirican	20	5.7
Electronics Technician	2	0.6
Highway construction worker	4	1.1
Machinist	1	0.3
Office worker	18	5.1
Painter/Decorator	3	0.9
Plumber/Pipefitter	2	0.6
Iron worker	5	1.4
Licensed Vocational Nurse	112	31.9
Sheetmetal worker	1	0.3
Other	96	27.4

TABLE I
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Profile of Sample
N = 352

Item	Number	%
Length of Time in Present Job		
Less than 6 months	38	11.3
6 months-1 year	38	11.3
1 to 5 years	139	41.3
More than 5 years	119	35.3
Contribution of Salary to Total Home Income		
Only source of income	140	40.5
Two income family	206	59.5

*Percentages may not total 100 due to non-responses on some items.

Forty-one percent of the respondents reported their salary as the only source of income. The remaining 59 percent categorized themselves as two income families.

SOURCES OF SATISFACTION AND DISSATISFACTION

Table II indicates the sources of satisfaction and dissatisfaction for employees in traditional and nontraditional occupations. Both traditional and nontraditional employees indicated the same five categories as most satisfying. The mean satisfaction scores for nontraditional employees were consistently higher than those of traditional employees. Achievement was the most satisfying job characteristic for both groups with a mean satisfaction score of 5.37 for nontraditional employees and 5.08 for traditional. Ability utilization ranked second for nontraditional employees ($\bar{X}$ 5.23) and third for traditional ($\bar{X}$ 4.89). Variety was third for nontraditional ($\bar{X}$ 5.22) and second for traditional ($\bar{X}$ 4.90).

TABLE II
Sources of Satisfaction and Dissatisfaction for
Employees in Traditional and Nontraditional Occupations

Sources of Satisfaction by Category Traditional Occupation N = 200	Mean Score	Sources of Satisfaction by Category Nontraditional Occupation N = 149	Mean Score
Achievement	5.087	Achievement	5.372
Variety	4.903	Ability Utilization	5.234
Ability Utilization	4.891	Variety	5.223
Technical Competency	4.856	Technical Competency	5.170
Work Challenge	4.727	Work Challenge	5.094

Sources of Dissatisfaction by Category Traditional Occupation N = 200	Mean Score	Sources of Dissatisfaction by Category Nontraditional Occupation N = 149	Mean Score
Advancement	3.681	Company Policies and Practicies	3.602
Company Policies and Practices	3.686	Advancement	3.836
Social Status	3.933	Social Status	3.847
Supervision-Human Relations	3.940	Supervision-Technical	3.909
Personal Authority	3.986	Supervision-Human Relations	3.959

Both groups ranked technical competency fourth (nontraditional $\bar{X}$ 5.17; traditional $\bar{X}$ 4.85) and work challenge fifth (nontraditional $\bar{X}$ 5.09; traditional $\bar{X}$ 4.72).

The five most dissatisfying aspects of the job for traditional employees were: advancement ($\bar{X}$ 3.68), company policies and practices ($\bar{X}$ 3.68), social status ($\bar{X}$ 3.93), supervision-human relations ($\bar{X}$ 3.94), and personal authority ($\bar{X}$ 3.98).

Nontraditional employees indicated four of the same categories as dissatisfiers: company policies and practices ($\bar{X}$ 3.60), advancement ($\bar{X}$ 3.83), social status ($\bar{X}$ 3.84), and supervision-human relations ($\bar{X}$ 3.95). Nontraditional employees also considered supervision-technical ($\bar{X}$ 3.90) as a dissatisfier. Personal authority was not a dissatisfier for nontraditional employees.

Table III indicates sources of job satisfaction and dissatisfaction for employees who remained in nontraditional occupations and employees who left nontraditional occupations. Both employees who stayed in nontraditional occupations and those who left selected the same five sources but ranked them differently. The most satisfying category for those who remained was achievement ($\bar{X}$ 5.37). Those who left ranked it second ($\bar{X}$ 4.85). Second most satisfying for those who remained ($\bar{X}$ 5.23) and fourth for those who left ($\bar{X}$ 4.61) was ability utilization. Variety was ranked third by both groups with those who remained indicating a mean score 5.22 and those who left a mean score 4.68. The fourth most satisfying category for those who remained was technical competency ($\bar{X}$ 5.17) while those who left rated it first ($\bar{X}$ 4.92). Work challenge was fifth for those who remained ($\bar{X}$ 5.09) and fifth for those who left ($\bar{X}$ 4.46).

Both groups listed four mutual sources of dissatisfaction. Company policies and practices were most dissatisfying for those who remained

TABLE III
Sources of Job Satisfaction and Dissatisfaction for Employees Who Remained in Nontraditional Occupations and Employees Who Left Nontraditional Employment

Sources of Satisfaction by Category Remained in Nontraditional N = 149	Mean Score	Sources of Satisfaction by Category Left Nontraditional N = 47	Mean Score
Achievement	5.372	Technical Competency	4.928
Ability Utilization	5.234	Achievement	4.850
Variety	5.223	Variety	4.685
Technical Competency	5.170	Ability Utilization	4.613
Work Challenge	5.094	Work Challenge	4.[illegible]

Sources of Dissatisfaction by Category Remained in Nontraditional N = 149	Mean Score	Sources of Dissatisfaction by Category Left Nontraditional N = 47	Mean Score
Company Policies and Practices	3.602	Advancement	3.417
Advancement	3.836	Supervision-Human Relations	3.493
Social Status	3.847	Company Policies and Practices	3.532
Supervision-Technical	3.909	Social Status	3.660
Supervision-Human Relations	3.959	Recognition	3.840

($\bar{X}$ 3.60) and ranked third most dissatisfying by those who left ($\bar{X}$ 3.53). Advancement was second most dissatisfying for those who remained ($\bar{X}$ 3.83). It was the most dissatisfying category for those who left ($\bar{X}$ 3.41). Social status was ranked third by those who remained ($\bar{X}$ 3.84) and fourth by those who left ($\bar{X}$ 3.66). Supervision-human relations was ranked fifth by those who remained ($\bar{X}$ 3.95) and second by those who left ($\bar{X}$ 3.49). Those who remained in nontraditional occupations indicated supervision-technical was the fourth most dissatisfying aspect of their job ($\bar{X}$ 3.90) while those who left did not select it as a dissatisfier. The fifth most dissatisfying aspect of their job for employees who left nontraditional occupations ($\bar{X}$ 3.84) was recognition. Those who remained in nontraditional occupations did not rate it as a dissatisfier.

Employees who left nontraditional occupations had consistently lower mean satisfaction scores than employees who remained in nontraditional occupations. They also had lower dissatisfaction scores, indicating a greater degree of dissatisfaction than nontraditional employees who remained in a nontraditional occupation.

REASONS FOR SELECTION OF OCCUPATION

Table IV lists reasons for employees selection of traditional and nontraditional occupations. The most frequently selected reason by both traditional (13%) and nontraditional (13%) employees was "use of skills and abilities." "Salary" was the second most frequently selected reason for traditional (10%) and third for nontraditional (9%). "Work with people" was third for traditional (9%) and second for nontraditional (11%). The fourth reason for traditional (8%) and sixth for nontraditional (7%) was "chance for advancement." "Job security" ranked fifth for traditional (8%) and seventh for nontraditional (7%). "Opportunity to serve others" was sixth for traditional (8%) and fourth for nontraditional (8%). "Variety of tasks" was

TABLE IV
Reasons for Employees Selection of
Traditional and Nontraditional Occupations

Reasons for Selecting Occupation	% Traditional N = 200	% Nontraditional N = 149
Chance for advancement	8.40	7.38
Chance to do routine work	.45	.14
Chance to do something different	5.85	7.80
Family tradition	.34	.28
Independence	4.95	5.15
Job security	8.10	6.96
Location	4.16	3.76
Opportunity for recognition	3.71	5.43
Opportunity to serve others	7.54	8.36
Opportunity to travel	1.69	2.51
Salary	9.79	8.50
Scheduling (work hours)	5.40	3.34
Social status of the job	2.47	3.34
Use of skills and abilities	12.71	12.67
Variety of tasks	6.97	6.69
Work indoors	1.91	3.34
Work outdoors	4.61	1.39
Work with people	8.89	10.72
Other	2.02	2.23

seventh for traditional (7%) and eighth for nontraditional (7%). "Chance to do something different" was eighth for traditional (6%) and fifth for nontraditional (8%). Ninth for traditional (5%) was "scheduling."

Both groups ranked "independence" tenth; traditional (5%) and nontraditional (5%). The eleventh ranked reason for traditional (5%) but sixteenth for nontraditional (1%) was "work outdoors." Twelfth ranked by traditional (4%) and eleventh by nontraditional (4%) was "location."

"Opportunity for recognition" was ranked thirteenth by traditional (4%) and ninth by nontraditional (5%). Nontraditional employees selected "work indoors," "scheduling," and "social status of the job" with equal frequency (3%) which placed them in the twelfth, thirteenth, and fourteenth rank order designations. "Social status of the job" ranked fourteenth for traditional employees (2%). "Work indoors" ranked fifteenth (2%) for traditional employees. Traditional employees ranked opportunity to travel sixteenth (2%) while nontraditional ranked it fifteenth (3%).

The least important reasons for selecting an occupation for both groups were "chance to do routine work" and "family tradition" with each reason selected by less than one percent of the respondents. About two percent of each group, traditional and nontraditional, listed other reasons for selecting their occupation.

REASONS FOR LEAVING NONTRADITIONAL OCCUPATIONS

Table V indicates reasons why employees left nontraditional occupations. The most frequently cited reason was "job did not pay enough" (18%). The second most frequently given reason was "wanted to do more challenging work" (10%). "No chance for advancement" was third (8%) and "didn't feel that I was accomplishing anything" was fourth (8%). Equally cited reasons were "lack of recognition for work I did," "no job security," and "disagreed

TABLE V
Reasons Why Employees Left
Nontraditional Occupation

Reasons for Leaving Nontraditional Occupation	%
Wanted to work with less supervision	1.30
Lack of status	3.03
Job did not pay enough	17.75
No chance to advance on the job	8.23
Lack of recognition for work I did	5.20
No opportunity to direct others	0.87
Spouse's job required relocation	3.46
Unfriendly co-workers	0.87
No job security	5.20
Not given enough responsibilities on the job	1.30
Unsatisfactory on-the-job training	0.87
Wanted to do more challenging work	9.52
Dismissed (company went out of business)	1.30
Dismissed (other reason)	1.73
Disagreed with company policies and practices	4.76
Wanted work that would be more helpful to other people	3.90
Lacked the technical know-how to do the job	0.43
Work was boring	3.46
Job didn't let me use my abilities	4.33
Didn't feel that I was accomplishing anything	7.80
Boss was difficult to work with	4.33
Unpleasant or hazardous working conditions	2.17
Lack of encouragement from family or friends	1.73
Couldn't meet the physical requirements of the job	0.87
Other	5.6

with company policies and practices" with almost 5.0 percent each.

Other reasons in order of importance were: "job didn't let me use my abilities" (4%); "boss was difficult to work with" (4%), "wanted work that would be more helpful to other people" (4%); "work was boring" (3%); "spouses job required relocation" (3%); "lack of status" (3%); "unpleasant or hazardous working conditions" (2%); "dismissed (other reasons)" (2%); "lack of encouragement from family and friends" (2%); "wanted to work with less supervision" (1%); "not given enough responsibilities on the job" (1%); "dismissed (company went out of business)" (1%); "no opportunity to direct others" (1%); "unfriendly co-workers" (1%); "unsatisfactory on-the-job training" (1%); "couldn't meet the physical requirements of the job" (1%); and "lacked the technical know-how to do the job" (0.4%). Slightly over five percent of the respondents listed some other reason for leaving nontraditional employment.

SOURCES OF INFORMATION ABOUT OCCUPATIONS

Table VI show the sources of information received by employees before entry into traditional and nontraditional occupations. The source of information cited most often by both employees in traditional (20%) and nontraditional (22%) occupations was "past work experience." This source was mentioned almost twice as often as the second ranked source. "Talking with friends" was the second most frequently selected source of information for employees in traditional occupations (12%) and the third for employees in nontraditional occupations (8%). The second most frequently mentioned source of information for nontraditional respondents was "courses taken in school" (12%) while eight percent of traditional respondents selected that source.

TABLE VI
Sources of Career Information Received by Employees Before Entry into Traditional and Nontraditional Occupations

Sources of Career Information	% Traditional N = 200	% Nontraditional N = 149
Career education programs in school (career day, assemblies)	2.50	4.08
Courses taken in school	8.25	11.95
Job-site visits	6.25	4.66
Past work experience	20.25	22.16
Talking with industry representatives	3.25	3.79
Talking with workers of the same sex in my job	9.75	4.66
Talking with workers of the opposite sex in my job	2.25	4.66
Mass media advertising (television, radio, newspaper)	4.00	4.66
Talking with friends	11.50	7.87
Individual discussions with counselors in school	2.00	1.46
Individual discussion with vocational counselors outside of school	1.25	2.92
Talking with father/guardian	4.50	4.96
Talking with mother/guardian	3.50	3.79
Talking with brothers/sisters	2.00	1.17
Talking with spouse	8.25	7.29
Other	10.50	9.91

Ten percent of the traditional employees received information from "talking with workers of the same sex in my job" and only two percent from "talking with workers of the opposite sex in my job." For the nontraditional employee, the two categories were selected with equal frequency, five percent each.

"Talking with spouse" was selected by slightly more traditional employees (8%) than nontraditional (7%). It was the fourth most frequently selected source for both groups. "Job-site visits" were more common sources of information for traditional (6%) than nontraditional (5%) employees.

The role of family members as information sources was about equal for both groups. "Talking with father/guardian" was mentioned more often by both groups (5%) than "talking with mother/guardian" (4%). "Talking with brothers/sisters" was less important for both groups (traditional, 2%; nontraditional, 1%).

"Mass media advertising" was selected more often by nontraditional (5%) than traditional (4%) employees. "Career education programs in school" was selected more often by nontraditional employees (4%) than it was by traditional employees (3%). "Talking with industry representatives" was selected slightly more often by nontraditional employees (4%) than traditional employees (3%).

"Individual discussions with counselors in school" (2%) was listed slightly more often than "individual discussions with counselors outside of school" (1%) by traditional employees. The opposite was true for nontraditional employees with outside of school selected by three percent and in school by one percent.

The most common sources listed by both groups in the "other" category were the armed services and notices in trade journals, company

newspapers, or professional journals. Eleven percent of traditional and ten percent of nontraditional employees indicated these sources.

Table VII shows the sources of career information received by employees who remained in nontraditional occupations and employees who left nontraditional occupations. The source selected most often by both groups was "past work experience." Almost one-fourth (22%) of employees who remained in nontraditional occupations listed this source while 19 percent of those who left listed it. "Courses taken in school" were most important sources of information for those who remained (12%) than for those who left (6%). "Talking with friends" was about equally as important as a source for each group (8%). "Talking with spouse" was the next most frequently selected source for those remaining (7%). It was selected by more who left nontraditional employment (11%). "Talking with father/guardian" was next with five percent who remained and six percent of those who left selecting it. Other relatives were less important with four percent of those who remained selecting "talking with mother/guardian" and one percent selecting "talking with brothers/sisters." Those who left selected "talking with brothers/sisters" (3%) more often than "talking with mother/guardian" (1%).

"Talking with members of the same sex in the job" and "talking with members of the opposite sex in my job" were selected by an equal number of people (5%) who remained in a nontraditional occupation. Employees who left nontraditional occupations selected "talking with workers of the same sex in the job" (15%) much more frequently than "talking with workers of the opposite sex" (1%).

"Job-site visits" and "mass media advertising" were equally important sources for those who remained (5%), but those who left selected "job-site visits" (3%) more often. Only one percent of this group

TABLE VII
Sources of Career Information Received by Employees
Who Remained in Nontraditional Occupations
and Employees Who Left Nontraditional Occupations

Sources of Career Information	% Remained N = 149	% Left N = 47
Career education programs in school (career day, assemblies)	4.08	1.39
Courses taken in school	11.95	5.56
Job-site visits	4.66	2.78
Past work experience	22.16	19.44
Talking with industry representatives	3.79	1.39
Talking with workers of the same sex in my job	4.66	15.28
Talking with workers of the opposite sex in my job	4.66	1.39
Mass media advertising (television, radio, newspaper)	4.66	1.39
Talking with friends	7.87	8.33
Individual discussions with counselors in school	1.46	1.39
Individual discussions with vocational counselors outside of school	2.92	2.78
Talking with father/guardian	4.96	5.56
Talking with mother/guardian	3.79	1.39
Talking with brothers/sisters	1.17	2.78
Talking with spouse	7.29	11.11
Other	9.91	18.06

selected "mass media advertising." "Career education programs in school" and "talking with industry representatives" were of approximately equal importance for those who remained in nontraditional employment (4%). "Individual discussions with counselors outside of school" (3%) ranked next and "individual discussions with counselors in school" (1%) was last for this group.

Those who left nontraditional occupations had six seldom listed sources of information: "career education programs in school, talking with industry representatives, talking with workers of the opposite sex in my job, mass media advertising, individual discussions with counselors in school, and talking with mother/guardian," one percent each.

Almost twice as many of those who left (18%) as those who remained (10%) listed other sources of information. The most commonly listed sources for both groups were armed services, notices in trade or professional journals, and company notices of job openings.

CHAPTER IV
SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Despite recent legislation and the efforts of employers and educators, males and females have not crossed over to employment in positions atypical for their sex. It can be presumed that if we know more about satisfaction and dissatisfactions of employees in traditional and nontraditional positions, young people can receive the benefit of counseling predicated on known facts rather than tenuous assumptions.

The primary objective of this study was to determine sources of job satisfaction and dissatisfaction for traditional and nontraditional employees. Traditional employees were defined as males and females employed in jobs in which a majority of employees were members of their sex. Nontraditional employees were defined as people being employed in a job where members of their sex were in the minority.

Supporting objectives were to:

-Determine factors which contributed to job satisfaction for males and females in traditional and nontraditional occupations.

-Determine factors which contributed to job dissatisfaction for males and females in traditional and nontraditional occupations.

-Determine sources and extent of career information received before entering traditional and nontraditional occupations.

-Identify reasons males and females entered nontraditional occupations.

-Identify reasons males and females left employment in nontraditional occupations.

SUMMARY OF PROCEDURES

A two part instrument was developed and validated by a panel of experts. The first part of the instrument was composed of background

variables which a review of literature indicates could account for variations in job satisfaction or dissatisfaction of traditional or nontraditional employees. The second portion of the questionnaire was composed of 60 statements which described specific aspects of a job. These were selected from the Minnesota Satisfaction Questionnaire (MSQ) statements or developed by the researchers. Respondents indicated on a six point scale, plus a "does not apply" category, how satisfied they were with each aspect of their job, with a higher number representing a greater degree of satisfaction.

The sample was selected from both male and female employees in the state of Texas. Both traditional and nontraditional employees who were automotive mechanics, carpenters, childcare workers, communications workers, electricians, electronics technicians, highway construction workers, machinists, office occupation workers, painter/decorators, plumbers, iron workers, licensed vocational nurses, and sheetmetal workers were included in the study.

Mean scores were used to determine the sources of satisfaction and dissatisfaction for traditional and nontraditional employees and employees who left nontraditional jobs. Percentages and frequency counts were used to determine the reasons for selection of an occupation, reasons for leaving a nontraditional occupation, and sources of information about occupations.

SUMMARY OF RESULTS

Both traditional and nontraditional groups selected the same five categories as most satisfying: achievement, ability utilization, variety, technical competency, and work challenge. Mean satisfaction scores for employees in nontraditional occupations were consistently higher than those

of employees in traditional occupations. The range of the mean scores for the top five categories for employees in nontraditional occupations was $\bar{X}$ 5.372 to $\bar{X}$ 5.094 compared with $\bar{X}$ 5.087 to $\bar{X}$ 4.727 for employees in traditional occupations.

There were four mutual categories of dissatisfaction indicated by both groups: company policies and practices, advancement, social status, and supervision human-relations. Employees in traditional occupations also listed personal authority as a dissatisfier. Employees in nontraditional occupations cited supervision-technical as a dissatisfier. The difference in range of mean scores for the two groups was very slight. The range for employees in traditional occupations was $\bar{X}$ 3.681 to $\bar{X}$ 3.986 while the range for nontraditional was $\bar{X}$ 3.602 to $\bar{X}$ 3.959.

A comparison of mean scores for those who remained in a nontraditional occupation and those who left showed consistently higher mean scores for those who remained than those who left, although both groups selected the same top five categories as sources of satisfaction. Mean satisfaction scores for the five categories for those who remained in nontraditional jobs ranged from $\bar{X}$ 5.372 to $\bar{X}$ 5.094 while the range for those who left was $\bar{X}$ 4.928 to $\bar{X}$ 4.464.

Those who left had a lower range of mean scores, $\bar{X}$ 3.417 to $\bar{X}$ 3.840 for the five most dissatisfying aspects of their job than those who remained, $\bar{X}$ 3.602 to $\bar{X}$ 3.959 with lower mean scores representing greater dissatisfaction.

The three most frequently indicated reasons for selecting a position in both traditional and nontraditional occupations were: "use of skills and abilities," "salary," and "work with people." The three most frequently selected reasons for leaving a nontraditional occupation were:

"job did not pay enough," "wanted to do more challenging work," and "no chance for advancement."

By far the most often mentioned source of information before entry into either a traditional or a nontraditional occupation was "past work experience." The next most frequently selected information sources for employees in traditional occupations were "talking with friends" and "talking with workers of the same sex in my job." For employees in nontraditional occupations they were "courses taken in school" and "talking with friends."

Workers who left a nontraditional occupation also selected "past work experience" as the most prominent source of information. The next most often mentioned source was "talking with workers of the same sex in my job" while "talking with spouse" was the third most common source.

FINDINGS

Six research questions were identified to provide directions for the study. The questions, findings, implications, and recommendations follow:

1. What are the sources of satisfaction and dissatisfaction for employees in traditional and nontraditional occupations?

The study found that the sources of satisfaction were no different for employees in nontraditional occupations than they were for employees in a traditional occupation. Employees in nontraditional occupations had consistently higher mean satisfaction scores, indicating a greater degree of satisfaction. The higher mean score for achievement of employees in nontraditional occupations could be the result of successfully meeting the challenge of trying something few others have done and overcoming the obstacles incurred while pursuing a nontraditional occupation, resulting in

a feeling of achievement.

The fact that there was no difference in the categories selected by either group would seem to indicate that the satisfying components of jobs in traditional and nontraditional work are similar. However, the overall higher mean satisfaction scores of nontraditional employees indicate a better matching of skills and abilities with job requirements. The higher mean scores may also be indicative of more thought having been put into job selection, as opposed to accepting what ideas readily come to mind .

Therefore, it seems imperative that vocational counselors work with students to determine their skills, abilities, and interests and then help the student explore all the available occupations which would utilize these skills, abilities, and interests, regardless of the sex predominance within the occupation.

Four of the five dissatisfiers identified by employees in traditional occupations were the same as those identified by employees in nontraditional occupations. This general agreement on sources of dissatisfaction seems to indicate that the sexual predominance in an occupation has little bearing on the dissatisfaction experienced by an employee.

However, traditional employees selected advancement as their source of greatest dissatisfaction. They also selected personal authority as a source of dissatisfaction, while employees in nontraditional occupations did not list it as a dissatisfier and put advancement below company policies and practices as a dissatisfier. This could imply that employees in traditional occupations have self esteem needs which were not being met to the same extent as those of employees in nontraditional occupations.

Supervision-technical was a source of dissatisfaction for employees in nontraditional occupations but was not a source for employees in

traditional occupations. This would seem to indicate a greater concern for skill development and utilization by those in nontraditional occupations.

Counselors should encourage students interested in nontraditional occupations to increase their technical competencies as much as possible during their formative training and schooling programs. In addition, to seek employment in firms where technical supervision was known to be a priority area of emphasis.

2. What are the sources of satisfaction and dissatisfaction for employees who remained in nontraditional occupations and employees who left nontraditional occupations?

The five categories with the highest mean satisfaction scores were the same for both groups. However, those who left had considerably lower mean satisfaction scores for each category, indicating they were less satisfied with each aspect of the job. The category which was highly satisfying for those who remained was ability utilization while it was ranked fifth for those who left. This could imply a misconception by those who left as to job content. Technical competence was the most satisfying category for those who left which indicates a possession of adequate skills which possibly were not fully utilized on the job causing worker frustration. The fact that those who left rated achievement lower than those who remained adds further support to this concept.

This conclusion further reinforces the need for counselors to emphasize that students achieve a better match between the abilities and skills they possess and the ability and skill requirements of jobs they are considering.

Sources of dissatisfaction for those who left and those who remained

were very similar. As expected those who left indicated a greater extent of dissatisfaction i.e. lower mean satisfaction scores than those who remained. Those who left rated supervision-human relations as a greater source of dissatisfaction than those who remained. They also indicated recognition as a source of dissatisfaction, while those who remained did not cite it as a dissatisfier at all. Employees who remained in nontraditional occupations regarded supervision-human relations as a less important source of dissatisfaction than either employees in traditional occupations or employees who left nontraditional occupations.

This would seem to indicate that those who left may have experienced some problems with supervision due to being the minority sex in their occupation. Written comments by this group included on the questionnaires support this assumption.

Employees who are experiencing higher overall levels of satisfaction in their jobs, in this study nontraditional employees who remained, are less likely to perceive routine encounters between workers and supervisors as a problem. This seems to emphasize the importance of counselling students into jobs that will provide satisfaction by matching skills and abilities to job requirements and thus providing an avenue for achievement.

3. What are the reasons for employees selection of traditional and nontraditional occupations?

The most frequently cited reason for both groups was use of skills and abilities. This was also one of the greatest sources of satisfaction for both groups, as cited earlier.

Again, this reinforces the idea that counselors need to concentrate upon helping students discover their skills and encourage enrollment in

courses which will develop skills, regardless of the historical sexual composition of the course.

Nontraditional employees selected work with people as the second most important reason for choosing an occupation, while salary was third. Employees in traditional occupations cited salary more often than work with people. This seems to indicate a greater emphasis on extrinsic rewards by employees in traditional occupations and more emphasis on intrinsic rewards by employees selecting a nontraditional occupation.

This further emphasizes the importance of encouraging people who are considering a nontraditional occupation to pursue it, if the job requirements match their needs and abilities. This finding also seems to demphasize the concept of salary as the major reason for entering a nontraditional occupation. The fact that salary was not selected as a satisfier by employees in nontraditional occupations further dispels that idea.

Employees in nontraditional occupations reinforced the importance of intrinsic rewards and their apparent tendency to be internally motivated by selecting opportunity to serve others as the fourth most important reason for selecting an occupation. People in traditional occupations cited chance for advancement as the fourth most important reason.

4. What are the reasons why employees left nontraditional employment?

The most frequently cited reason for leaving a nontraditional occupation was "job did not pay enough." This is a purely economic reason which does not seem to reflect upon the respondents' capabilities or infer any problems in fulfilling job requirements which might have been the result of being a sexual minority in the occupation.

The second most commonly mentioned reason for leaving a nontraditional job was "wanted to do more challenging work." Again this seems to support the need to attain a better match between ability and skills and job requirements.

The third most often given reason for leaving a nontraditional occupation was "no chance to advance on the job." It seems that many people who select nontraditional jobs have definite career aspirations. As indicated earlier, it is likely they have given consideration to selecting an occupation rather than just accepting whatever job is available. When advancement does not occur or does not occur as rapidly as expected, they seek other employment. This coincides with the mean dissatisfaction scores of all groups. Employees in traditional occupations and employees who left nontraditional occupations rated lack of job advancement as the greatest source of dissatisfaction in their job. Those who remained in nontraditional employment rated it as the second greatest source of dissatisfaction.

Establishing one's goals and identifying ways one can attain those goals is a difficult task. It would seem to be important that counselors assist students to identify realistic goals and plan ways to make those goals attainable. Planning one's career ladder for greater job satisfaction is essential.

5. What are the sources of career information received by employees before entering traditional and nontraditional occupations?

The most frequently selected source for both groups was "past work experience." In addition to those selecting "past work experience," many of those selecting "other" listed the armed services, which is in fact a form of work experience.

This indicates a continuing need for cooperative vocational programs which enable students to obtain work experience. Guiding students into actual work experiences benefits students in the form of additional counseling.

The next sources listed by employees in traditional occupations were "talking with friends" and "talking with workers of the same sex in my job." Employees in nontraditional occupations selected "courses taken in school" as their second source of information.

Since employees in nontraditional occupations had higher mean satisfaction scores this seems to indicate that they had better information upon which they based their occupational choices. By taking courses which increased their skills and abilities or provided information about the job, they were able to select more satisfying occupations. Again this supports the need for programs which provide realistic information about jobs and the world of work.

Although employees in nontraditional occupations did not select "talking with workers of the same sex in my job" as frequently as employees in traditional occupations, they selected "talking with workers of the opposite sex in the job" equally as often as they selected "talking with workers of the same sex." This seems to indicate an effort to obtain a total picture of the job, rather than a concentration upon experiences of one sex over the other in the job.

6. What are the sources of career information received by employees who remained in nontraditional occupations and employees who left nontraditional occupations?

Both groups selected "past work experience" most frequently, although it was selected more often by those who remained. Their experience could

have enabled them to select occupations which were more satisfying to them and ones in which they were willing to remain.

Employees who left nontraditional occupations selected "talking with workers of the same sex in my job," "talking with spouse," and "talking with friends" as the next sources. These sources could all supply emotionally based feedback and information and might indicate an attempt on the part of the employee who left to build a support system.

Employees who remained selected "courses taken in school" as their second choice of source of information. Those who remained selected it more than twice as often as those who left.

This seems to indicate a more factual based approach to job selection by those who remained than by those who left. Their awareness of the usefulness of courses supports the concept of providing students with practical information about nontraditional occupations.

Those who remained in a nontraditional occupation consistently selected "career education programs in school," "job site visits," "talking with industry representatives," and "mass media advertising" twice as often as those who left. This points to an effort on their part to obtain more indepth factual information about job descriptions, skill requirements, and career ladders. Vocational education courses which provide this information would seem to aid in retention of employees in nontraditional occupations.

RECOMMENDATIONS

The findings of the study have consistently shown that the difference between traditional and nontraditional employees sources of satisfaction and dissatisfaction have been very slight with nontraditional tending to be more satisfied. This reinforces the need for helping students enter a

nontraditional occupation if it will utilize their skills and abilities.

Programs such as cooperative vocational education which provides actual work experience are invaluable since they provide realistic work experience. They enable the student to obtain a more objective concept of what the world of work is really like.

The high frequency with which work experience was selected by respondents as source of job information also helps point up the importance of programs which help students obtain actual work experience. The most frequent comment made by respondents from both traditional and nontraditional occupations was "encourage students to get as much actual work experience as possible."

The skills, abilities, and interests of the student need to be met by the job if the student is going to be satisfied in the job and remain in the occupation he/she selects. More attention needs to be given to helping students determine the potential for advancement in the occupation selected.

The finding that employees in nontraditional occupations were more satisfied with each of the categories of their jobs indicates a need to continue encouraging students to enter a nontraditional occupation if the occupation will utilize their skills and abilities. Concern must be shown for matching students with job requirements regardless of the sex of the student or the historically predominant sexual composition of the job.

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APPENDICES

Appendix I

MEAN SCORES FOR SOURCES OF
SATISFACTION AND DISSATISFACTION OF
EMPLOYEES IN TRADITIONAL OCCUPATIONS

APPENDIX I

Mean Scores for Sources of Satisfaction and Dissatisfaction of Employees in Traditional Occupations
N = 200

Categories and Items	Mean Score
ABILITY UTILIZATION	4.891
2. The chance to do something that makes use of my abilities.	4.973
20. Having work that uses my ability.	4.835
57. The chance to do work that is well suited to my abilities.	4.866
ACHIEVEMENT	5.087
8. Being proud of the results of my work.	5.159
16. The feeling of accomplishment I get from the job.	4.941
60. Being able to take pride in a job well done.	5.161
ADVANCEMENT	3.681
32. The way promotions are given out on this job.	3.467
34. The chance for getting ahead on this job.	3.929
51. The opportunities for advancement on this job.	3.647
PERSONAL AUTHORITY	3.986
12. The chance to give directions to others.	4.027
19. The chance to have other workers look to me for direction.	4.120
28. The chance to tell other workers how to do things.	3.812
COMPANY POLICIES AND PRACTICES	3.686
18. Company policies and the way in which they are administered.	3.679
29. The way employees are informed about company policies.	3.760
39. The way company policies are put into practice.	3.618
COMPENSATION	4.185
13. My pay for the amount of work I do.	4.277
21. How my pay compares with that of other workers.	4.191
43. The salary I earn for my work.	4.086

		Mean Score
CO-WORKERS		4.518
7.	The spirit of cooperation among my co-workers.	4.459
15.	The chance to develop friendships with my co-workers.	4.883
22.	The way my co-workers get along with each other.	4.209
INDEPENDENCE		4.365
11.	The chance to work by myself.	4.304
54.	The chance to work independently of others.	4.597
59.	The chance to work alone on the job.	4.194
PHYSICAL ABILITY		4.402
31.	Being physically able to do my job.	4.923
49.	The way my job uses my physical capabilities.	4.333
53.	How my physical strength compares with that of other workers.	3.950
RECOGNITION		4.156
24.	The recognition I get for the work I do.	4.388
46.	Getting noticed when I do a good job.	4.048
50.	Being told when my work is good.	4.208
RESPONSIBILITY		4.274
44.	The chance to be responsible for the work of others.	3.634
47.	The responsibility I'm given on the job.	4.693
48.	The chance to be responsible for planning my work.	4.491
SECURITY		4.617
30.	My job security.	4.576
35.	The way my job provides for steady employment.	4.808
45.	The way my job provides for a secure future.	4.462
SOCIAL SERVICE		4.641
9.	The chance to help people.	4.672
37.	The chance to do things for other people.	4.630
42.	The chance to be of service to people.	4.620
SOCIAL STATUS		3.933
3.	Social standing in the community which my job provides.	4.358
26.	The social position in the community that goes with the job.	3.931
27.	The chance to have social standing in the community.	3.510

	Mean Score
SUPERVISION-HUMAN RELATIONS	3.940
17. The way my boss relates to his/her employees.	3.952
40. The way my boss takes care of the complaints of his/her employees.	3.655
56. The way my boss and I understand each other.	4.208
SUPERVISION-TECHNICAL	4.254
36. The technical "know-how" of my supervisor.	4.440
52. The way my boss solves technical problems.	4.005
58. The ability of my supervisor to make decisions.	4.315
TECHNICAL COMPETENCY	4.856
6. Having the technical skills to do my job.	4.903
14. Being able to handle the technical part of my job.	4.468
41. The chance to use my technical know-how on the job.	4.702
VARIETY	4.903
1. The variety in my work.	4.942
10. The different kinds of things I do in my work.	4.862
38. The chance to do different things from time to time.	4.908
WORK CHALLENGE	4.727
5. The way my job forces me to do my best work.	4.772
25. The way my job challenges me to put forth my best effort.	4.797
33. The way my job challenges me.	4.607
WORKING CONDITIONS	4.567
4. The working conditions (heating, ventilation, etc.)	4.481
23. The physical surroundings where I work.	4.670
55. The pleasantness of the working-conditions.	4.548

Appendix II

MEAN SCORES FOR SOURCES OF SATISFACTION AND DISSATISFACTION FOR EMPLOYEES IN NONTRADITIONAL OCCUPATIONS

APPENDIX II

Mean Scores For Sources of Satisfaction and
Dissatisfaction For Employees in Nontraditional Occupations
N = 149

Categories and Items	Mean Score
ABILITY UTILIZATION	5.234
2. The chance to do something that makes use of my abilities.	5.289
20. Having work that uses my ability.	5.255
57. The chance to do work that is well suited to my abilities.	5.075
ACHIEVEMENT	5.372
8. Being proud of the results of my work.	5.424
16. The feeling of accomplishment I get from the job.	5.234
60. Being able to take pride in a job well done.	5.387
ADVANCEMENT	3.836
32. The way promotions are given out on this job.	3.629
34. The chance for getting ahead on this job.	4.062
51. The opportunities for advancement on this job.	3.868
PERSONAL AUTHORITY	4.177
12. The chance to give directions to others.	4.238
19. The chance to have other workers look to me for direction.	4.438
28. The chance to tell other workers how to do things.	3.862
COMPANY POLICIES AND PRACTICES	3.602
18. Company policies and the way in which they are administered.	3.675
29. The way employees are informed about company policies.	3.595
39. The way company policies are put into practice.	3.475
COMPENSATION	4.298
13. My pay for the amount of work I do.	4.461
21. How my pay compares with that of other workers.	4.294
43. The salary I earn for my work.	4.139

		Mean Score
CO-WORKERS		4.560
7.	The spirit of cooperation among my co-workers.	4.731
15.	The chance to develop friendships with my co-workers.	4.604
22.	The way my co-workers get along with each other.	4.287
INDEPENDENCE		4.552
11.	The chance to work by myself.	4.450
54.	The chance to work independently of others.	4.744
59.	The chance to work alone on the job.	4.462
PHYSICAL ABILITY		4.333
31.	Being physically able to do my job.	4.904
49.	The way my job uses my physical capabilities.	4.020
53.	How my physical strength compares with that of other workers.	3.194
RECOGNITION		4.482
24.	The recognition I get for the work I do.	4.705
46.	Getting noticed when I do a good job.	4.354
50.	Being told when my work is good.	4.388
RESPONSIBILITY		4.220
44.	The chance to be responsible for the work of others.	3.847
47.	The responsibility I'm given on the job.	4.986
48.	The chance to be responsible for planning my work.	4.945
SECURITY		4.647
30.	My job security.	4.572
35.	The way my job provides for steady employment.	4.818
45.	The way my job provides for a secure future.	4.556
SOCIAL SERVICE		4.617
9.	The chance to help people.	4.827
37.	The chance to do things for other people.	4.458
42.	The chance to be of service to people.	4.565
SOCIAL STATUS		3.847
3.	Social standing in the community which my job provides.	4.171
26.	The social position in the community that goes with the job.	3.818
27.	The chance to have social standing in the community.	3.552

		Mean Score
SUPERVISION-HUMAN RELATIONS		3.959
17.	The way my boss relates to his/her employees.	4.075
40.	The way my boss takes care of the complaints of his/her employees.	3.731
56.	The way my boss and I understand each other.	4.076
SUPERVISION-TECHNICAL		3.909
36.	The technical "know-how" of my supervisor.	3.972
52.	The way my boss solves technical problems.	3.758
58.	The ability of my supervisor to make decisions.	4.000
TECHNICAL COMPETENCY		5.170
6.	Having the technical skills to do my job.	5.213
14.	Being able to handle the technical part of my job.	4.524
41.	The chance to use my technical know-how on the job.	5.000
VARIETY		5.223
1.	The variety in my work.	5.267
10.	The different kinds of things I do in my work.	5.263
38.	The chance to do different things from time to time.	5.083
WORK CHALLENGE		5.094
5.	The way my job forces me to do my best work.	5.056
25.	The way my job challenges me to put forth my best effort.	5.131
33.	The way my job challenges me.	5.034
WORKING CONDITIONS		4.419
4.	The working conditions (heating, ventilation, etc)	4.326
23.	The physical surroundings where I work.	4.565
55.	The pleasantness of the working-conditions.	4.368

Appendix III

CORRESPONDENCE

PROJECT FACILITATORS

Mr. M W. Billups
Painters Local Union #53
Suite # 4
7940 Northhaven
Dallas, Texas 75230

Dr. Jeanette Jenkins, Associate Prof.
Home and Family Life
280 Home Economics Building
Texas Tech University
Lubbock, Texas 79409

Mr. Kenneth Lamkin
Bureau of Apprenticeship and Training
Federal Building #416-1
Lubbock, Texas 79401

Mr. Ronnie O'Riley
Training Director
Dallas Joint Electrical Apprenticeship and Training Committee
Electrical Training Center
1015 North Carroll
Dallas, Texas 75204

Mr. Gerald Phariss
Director of Training
Dallas Joint Apprentice Committee for the
Plumbing and Pipefitting Industry
Lochwood Mall, Suite 424-H
Dallas, Texas 75218

Ms. Marilyn Wade
Director of Nursing
West Texas Hospital
P. O. Box 10537
Lubbock, Texas 79408

Contact letter to project facilitators.

Texas Tech University
Department of Home Economics Education

September 3, 1981

Mr. M.W. Billups
Painters Local Union #53
Suite #4
7940 Northhaven
Dallas, Texas 75230

Dear Mr. Billups:

Thank you so much for your continued support of the research project, "Satisfactions and Dissatisfactions of People in Traditional and Non-traditional Jobs." We are now in the process of designing the questionnaire. As per our telephone conversation, I will forward a copy for your comments and suggestions in the next few weeks. In as much as possible, your input will be incorporated into the final instrument.

Depending on how quickly we are able to make progress on the instrument development, it will be sent to you for distribution either early November or early January.

Again thank you so much for your cooperation. Without the support of people such as you, this research project could not be implemented.

Yours truly,

Betty L Campbell

Betty L. Campbell, Research Asst.
Home Economics Education
Texas Tech University

BLC:dd

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter sent to facilitator requesting questionnaire input.

Texas Tech University
Department of Home Economics Education

November 11, 1981

Mr. Gerald Phariss
Director of Training
Dallas Joint Apprentice Committee for the
Plumbing and Pipefitting Industry
Lochwood Mall, Suite 424-H

Dear Mr. Phariss:

We are progressing nicely on the "Satisfactions and Dissatisfactions of People in Traditional and Nontraditional Jobs" project. A draft of the proposed questionnaire is enclosed. Would you please take time to read through the questionnaire and note any changes you feel would improve the instrument.

We are especially interested in your review of items 11 (Your Present Job) and 13 (Reasons for Choosing Present Job) in section A. Please write any corrections, additions, or deletions directly on the questionnaire and return it to me in the enclosed envelope. Every effort will be made to incorporate your suggestions into the final draft.

We are anxious to get a final draft ready for printing so we would appreciate your prompt return of the questionnaire. We will be mailing questionnaires to you for distribution early in 1982.

Your continuing support of the project with your time and expertise is greatly appreciated.

Yours truly,

Betty L. Campbell

Betty L. Campbell
Research Assistant

BLC:jdb

Enclosure

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Box 4170 / Lubbock, Texas 79409 / (806) 742-3041

CONSTRUCT VALIDITY

First Draft

Mr. Jerry Crossland
Vocational Administrator
Lewisville ISD
Lewisville, Texas 75067

Mr. Gerry Phaneuf
Assistant Director, Career Planning
and Placement Service
Texas Tech University
Lubbock, Texas 79409

Ms. Okie J. Rice
Vocational Counselor
Estacada High School
Lubbock, Texas

Mr. Olin Rice
Vocational Director
Lubbock Public Schools
Lubbock, Texas

Mr. Clarence Thomas
Vocational Counselor
Monterey High School
Lubbock, Texas

Vocational Classroom Teacher
Estacada High School
Lubbock, Texas

Construct Validity

Second Draft

Mr. Michael Bickford
Supervisor of Calculator Products
Texas Instruments
Lubbock, Texas

Mr. Barry Holley
Supervisor
United Parcel Service
Lubbock, Texas

Ms. Lillian Muncy
Tips and Topics
Texas Tech University
Lubbock, Texas

Mr. Paul Price
Sentry Savings Association
Lubbock, Texas

Mr. Jay Schrock
Director Food Service
Texas Tech University Center
Lubbock, Texas

Ms. Ann Towery
Department Manager - Trade Books
Texas Tech Bookstore
Lubbock, Texas

Letter sent to individuals requesting validation of questionnaire items.

Texas Tech University
Department of Home Economics Education

September 28, 1981

Mr. Olin Rice
Vocational Director
Lubbock Public Schools
1728 - 19th St.
Lubbock, Tx.

Dear Mr. Rice:

Thank you so much for your support of the research project, "Satisfactions and Dissatisfactions of People in Traditional and Nontraditional Jobs." We appreciate your taking time to categorize the questionnaire items to help establish the construct validity of the instrument. A copy of the satisfaction-dissatisfaction questionnaire is enclosed.

Sixty statements appear on the questionnaire. For analysis purposes, the sixty statements are grouped into twenty categories with three statements in each. Our concern is that the items correlate with the category heading.

The twenty category headings are listed on the following page. Would you please read through the sixty randomly ordered statements and write the numbers of the statements which you believe correlate best with each of the category headings.

The questionnaire will be submitted to workers throughout Texas in an effort to gain more knowledge about the satisfactions and challenges of nontraditional employment compared to traditional employment. We hope to be able to provide students with information which will help them as they make decisions about their occupational choice.

Thank you again for lending your expertise to the project. We do appreciate your help.

Yours truly,

Betty L. Campbell

Betty L. Campbell
Research Assistant
Home Economics Education

pp
encl.

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Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter sent to field test respondents.

Texas Tech University

Department of Home Economics Education

We would like you to assist in the field testing of a questionnaire designed to determine the sources of satisfactions and dissatisfactions of people in nontraditional and traditional jobs. The information obtained will be shared with school personnel throughout the state of Texas to help students make realistic decisions about their occupational choice. This questionnaire is part of a joint project between Texas Tech University and the Texas Education Agency.

Your name will not appear on the questionnaire. Your responses will remain anonymous. However the questionnaire is coded for record keeping purposes only.

Please take a short time to complete the questionnaire. Answer the items in terms of your present job if you are employed or in terms of the job you are preparing for if you are a full-time student.

Part A contains general information items. Directions for checking or circling your answers are explained on the questionnaire. Part B contains statements of possible sources of job satisfaction or dissatisfaction. You are asked to rate how satisfying or dissatisfying each statement is to you.

Please respond to every item on the questionnaire. When you have completed it, fold it and return to the person administering the questionnaire.

We appreciate your assistance with this portion of the project. Without your help it would not be possible to conduct these projects which can benefit younger people in making important career choices.

Sincerely,

Joan M. Kelly

Dr. Joan M. Kelly
Project Director
Home Economics Education
Texas Tech University

Betty L. Campbell

Betty L. Campbell
Research Assistant
Home Economics Education
Texas Tech University

JMK - BLC/alr

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Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Letter to individuals distributing questionnaires to employees.

Texas Tech University
Department of Home Economics Education

March 14, 1982

Mr. Ronnie O'Riley
Training Director
Dallas Joint Electrical Apprenticeship and
Training Committee
Electrical Training Center
1015 North Carroll
Dallas, TX 75204

Dear Mr. O'Riley:

I am so sorry for the delay in getting these questionnaires to you for our study of nontraditional jobs. We encountered problems getting all the required approvals for the study. Everything is cleared now and we are ready to proceed.

I have enclosed eight questionnaires for you to mail to female apprentices in your program. If you can use more, please let me know and I will send you more. They are ready to go. All they need is the name and address of your apprentice and then drop them in the mail.

The delays with the questionnaire have put us behind schedule so we would appreciate having these go out right away to prevent any further scheduling problems.

Thanks so much for your cooperation in this project. We do appreciate it.

Sincerely,

Joan M. Kelly
Associate Professor

Betty L. Campbell
Research Assistant

Enclosures

jdb

Box 4170 / Lubbock, Texas 79409 / (806) 742-3017

Letter to employees in traditional occupations.

Texas Tech University

Department of Home Economics Education

We appreciate your taking time to complete the the enclosed questionnaire. The information gained will be used to help students throughout Texas make a decision about their future occupations.

By finding out what is satisfying and what is not satisfying about your job, we hope to be able to give young people a more honest look at the working world.

Please feel free to be completely honest in your answers. Your name will not be used on the questionnaire. All of the information you provide will be confidential. Neither your boss nor your co-workers will ever see the completed questionnaire. Only total results will be published.

The questionnaire is in two parts. Part A asks for information about you and your family as well as some general questions about your work. Part B asks you to rate each of the statements about your job. When you have completed both Part A and Part B, please fold the questionnaire so the "Business Reply Mail" is on the outside. Staple or tape closed and mail back to Texas Tech University.

We greatly appreciate your help with this project.

Joan M. Kelly

Dr. Joan M. Kelly
Project Director

Betty L Campbell

Betty L. Campbell
Research Assistant

Box 4170 / Lubbock, Texas 79409 / (806) 742-1017

Letter to employees in nontraditional occupations.

Texas Tech University

Department of Home Economics Education

We appreciate your taking time to complete the enclosed questionnaire. As "trailblazers" in your job area you have an opportunity to pave the way for others to work in nontraditional jobs. For this study we called a nontraditional job for a woman "one in which most of the workers are men," and a nontraditional job for a man, "one in which most of the workers are women."

This questionnaire is the first step in gathering information which will be used to help students make a decision about their future occupations. By finding out what is satisfying and what is not satisfying about your job, we want to be able to give young people a more honest look at the working world. Hopefully, they will be able to see the good and the not so good points of working in traditional and nontraditional jobs. The information will be sent to schools all over the state of Texas and will be used to help counsel young people about their job choice.

If you are no longer employed in a nontraditional job, we would especially appreciate your response. It will provide very valuable information. In addition to the regular items, there is a special section in the questionnaire for your input.

Please feel free to be completely honest in your answers. Your name will not be used on the questionnaire. All of the information you provide will be confidential. Neither your boss nor your co-workers will ever see the completed questionnaire. Only total results will be published.

The questionnaire is in two parts. Part A asks for information about you and your family as well as some general questions about your work. Part B asks you to rate each of the statements about your job. When you have completed both Part A and Part B, please fold the questionnaire so the "Business Reply Mail" is on the outside. Staple or tape closed and mail to Texas Tech University.

We greatly appreciate your help with this project.

Joan M. Kelly

Dr. Joan M. Kelly
Project Director

Betty L. Campbell

Betty L. Campbell
Research Assistant

Box 4170 / Lubbock, Texas 79409 / (806) 742-3037

Appendix IV

QUESTIONNAIRE

SATISFACTIONS AND DISSATISFACTIONS OF PEOPLE
IN TRADITIONAL AND NONTRADITIONAL JOBS

Section A

BACKGROUND INFORMATION

Directions:

Answer the following items by checking those which apply to you. Please answer every item.

1. For this study a nontraditional job for women is one in which most of the workers are men and a nontraditional job for men is one in which most of the workers are women. Please check the appropriate description of your present job using these definitions.

   ____ Traditional ____ Nontraditional

2. Education:
   Check the highest educational level completed.

   ____ Elementary ____ Vocational/technical School

   ____ High School ____ College

3. Sex: ____ Male ____ Female

4. Ethnic Background:

   ____ American Indian or Native Alaskan ____ Hispanic

   ____ Asia or Pacific Islander ____ White, not Hispanic Origin

   ____ Black, not of Hispanic Origin

5. Age:

   ____ Under 21 ____ 31-40 ____ Over 50

   ____ 21-30 ____ 41-50

6. Marital Status: (Check only one)

   ____ Single, never married ____ First marriage

   ____ Single, previously married ____ Divorced/widowed now remarried

7. Check the item which best describes the contribution your salary makes to the total income in your home.

   ____ Only source of income ____ Two income family

8. Parent's/Guardian's Education:

   Check the highest educational level each of your parents/guardians completed.

   Father/Guardian

   ____ Elementary ____ Vocational/technical School

   ____ High School ____ College

   Mother/Guardian

   ____ Elementary ____ Vocational/technical School

   ____ High School ____ College

9. Was your mother/guardian employed outside the home while you were growing up?

   ____ Yes ____ No

10. Your present job:

____ Automotive mechanic	____ Electronics Technician	____ Painter/Decorator
____ Brick layer	____ Highway construction worker	____ Plumber/Pipefitter
____ Carpenter	____ Jeweler	____ Welder
____ Child/day care worker	____ Machinist	____ Iron Worker
____ Communications worker	____ Office worker	____ Licensed Vocational Nurse
____ Electrician		____ Sheetmetal Worker

____ Other (If your present occupation is not listed above, write the name of your current occupation on the line below.)

____ _____ _____

11. Length of time in your present job:

____less than 6 months
____6 months to 1 year
____1 to 5 years
____more than 5 years

12. Check the items which were important reasons for choosing your present job?

____Chance for advancement
____Chance to do routine work
____Chance to do something different
____Family tradition
____Independence
____Job security
____Other (Describe below)
____Location
____Opportunity for recognition
____Opportunity to serve others
____Opportunity to travel
____Salary
____Scheduling (work hours)
____Social status of the job
____Use of skills and abilities
____Variety of tasks
____Work indoors
____Work outdoors
____Work with people

_____

13. Check the statement which most accurately describes your reason for working.

____The income
____The personal satisfaction
____Other reasons, which are_____

_____

14. Check person(s) supportive of you in your present job.

____Brother
____Sister
____Father
____Mother
____Other (Please list below)
____My children
____Spouse
____Other female relative
____Other male relative
____Female friend
____Male friend
____Co-worker
____Work supervisor

_____

15. Check the source(s) of job information which were helpful to you in choosing your present job.

____Career education programs in school (career day, assemblies)
____Courses taken in school
____Job-site visits
____Past work experience
____Talking with industry representatives
____Talking with workers of the same sex in my job
____Talking with workers of the opposite sex in my job
____Mass media advertising (television, radio, newspaper)
____Talking with friends
____Individual discussions with counselors in school
____Individual discussions with vocational counselors outside of school
____Talking with father/guardian
____Talking with mother/guardian
____Talking with brothers/sisters
____Talking with spouse

Other _____
(please list)

Complete the section below only if you were employed in a nontraditional job at one time and left that job. If this section does not apply to you, please turn the page and begin Section B.

16. Select the three (3) most important reasons for leaving your nontraditional job from the list below. Rank the three selected reasons according to their importance. Give a "1" to the most important reason and continue numbering through number "3". A "3" will be the least important of the selected reasons.

___ Wanted to work with less supervision
___ Lack of status
___ Job did not pay enough
___ No chance to advance on the job
___ Lack of recognition for work I did
___ No opportunity to direct others
___ Spouse's job required relocation
___ Unfriendly co-workers
___ No job security
___ Not given enough responsibilities on the job
___ Unsatisfactory on-the-job training
___ Wanted to do more challenging work
___ Dismissed (company went out of business)
___ Dismissed (other reason)
___ Disagreed with company policies and practices
___ Wanted work that would be more helpful to other people
___ Lacked the technical know-how to do the job
___ Work was boring
___ Job didn't let me use my abilities
___ Didn't feel that I was accomplishing anything
___ Boss was difficult to work with
___ Unpleasant or hazardous working conditions
___ Lack of encouragement from family or friends
___ Couldn't meet the physical requirements of the job
___ Other_____

IMPORTANT

Section B contains a list of statements about jobs. Read each statement and use the scale to indicate how satisfied you were with that part of the nontraditional job you had.

SATISFACTION-DISSATISFACTION QUESTIONNAIRE

Section B

This section of the questionnaire contains a list of statements about your job. Read each statement and use the scale below to indicate how satisfied you are with this part of your job.

DOES NOT APPLY--means this does not apply to my present job

EXTREMELY SATISFIED--means I am extremely satisfied (this part of my job is much better than I expected it to be)

SATISFIED--means I am satisfied (this part of my job is what I expected it to be)

TEND TO BE SATISFIED--means I am somewhat satisfied (this part of my job is almost what I expected it to be)

TEND TO BE DISSATISFIED--means I am somewhat dissatisfied (this job is not quite what I expected it to be)

DISSATISFIED--means I am dissatisfied (this part of my job is not what I expected it to be)

EXTREMELY DISSATISFIED--means I am extremely dissatisfied (this part of my job is much poorer than I expected it to be)

ON MY JOB, THIS IS HOW I FEEL ABOUT...	Does Not Apply	Extremely Satisfied	Satisfied	Tend to be Satisfied	Tend to be Dissatisfied	Dissatisfied	Extremely Dissatisfied
1. The variety in my work.	—	—	—	—	—	—	—
2. The chance to do something that makes use of my abilities.	—	—	—	—	—	—	—
3. Social standing in the community which my job provides.	—	—	—	—	—	—	—
4. The working conditions (heating, ventilation, etc.)	—	—	—	—	—	—	—
5. The way my job forces me to do my best work.	—	—	—	—	—	—	—
6. Having the technical skills to do my job.	—	—	—	—	—	—	—
7. The spirit of cooperation among my co-workers.	—	—	—	—	—	—	—
8. Being proud of the results of my work.	—	—	—	—	—	—	—
9. The chance to help people.	—	—	—	—	—	—	—
10. The different kinds of things I do in my work.	—	—	—	—	—	—	—
11. The chance to work by myself.	—	—	—	—	—	—	—
12. The chance to give directions to others.	—	—	—	—	—	—	—
13. My pay for the amount of work I do.	—	—	—	—	—	—	—
14. Being able to handle the technical part of my job.	—	—	—	—	—	—	—
15. The chance to develop friendships with my co-workers.	—	—	—	—	—	—	—

	Does Not Apply	Extremely Satisfied	Satisfied	Tend to be Satisfied	Tend to be Dissatisfied	Dissatisfied	Extremely Dissatisfied
16. The feeling of accomplishment I get from the job.							
17. The way my boss relates to his/her employees.							
18. Company policies and the way in which they are administered.							
19. The chance to have other workers look to me for direction.							
20. Having work that uses my ability.							
21. How my pay compares with that of other workers.							
22. The way my co-workers get along with each other.							
23. The physical surroundings were I work.							
24. The recognition I get for the work I do.							
25. The way my job challenges me to put forth my best effort.							
26. The social position in the community that goes with the job.							
27. The chance to have social standing in the community.							
28. The chance to tell other workers how to do things.							
29. The way employees are informed about company policies.							
30. My job security.							
31. Being physically able to do my job.							
32. The way promotions are given out on this job.							
33. The way my job challenges me.							
34. The chances for getting ahead on this job.							
35. The way my job provides for steady employment.							
36. The technical "know-how" of my supervisor.							
37. The chance to do things for other people.							
38. The chance to do different things from time to time.							
39. The way company policies are put into practice.							
40. The way my boss takes care of the complaints of his/her employees.							
41. The chance to use my technical know-how on the job.							
42. The chance to be of service to people.							
43. The salary I earn for my work.							
44. The chance to be responsible for the work of others.							
45. The way my job provides for a secure future.							
46. Getting noticed when I do a good job.							
47. The responsibility I'm given on the job.							

		Does Not Apply	Extremely Satisfied	Satisfied	Tend to be Satisfied	Tend to be Dissatisfied	Dissatisfied	Extremely Dissatisfied
48.	The chance to be responsible for planning my work.	—	—	—	—	—	—	—
49.	The way my job uses my physical capabilities.	—	—	—	—	—	—	—
50.	Being told when my work is good.	—	—	—	—	—	—	—
51.	The opportunities for advancement on this job.	—	—	—	—	—	—	—
52.	The way my boss solves technical problems.	—	—	—	—	—	—	—
53.	How my physical strength compares with that of other workers.	—	—	—	—	—	—	—
54.	The chance to work independently of others.	—	—	—	—	—	—	—
55.	The pleasantness of the working-condition.	—	—	—	—	—	—	—
56.	The way my boss and I understand each other.	—	—	—	—	—	—	—
57.	The chance to do work that is well suited to my abilities.	—	—	—	—	—	—	—
58.	The ability of my supervisor to make decisions.	—	—	—	—	—	—	—
59.	The chance to work alone on the job.	—	—	—	—	—	—	—
60.	Being able to take pride in a job well done.	—	—	—	—	—	—	—

Thank you for taking time to complete the questionnaire. We hope to be able to arrive at some useful information for young people who are trying to select an occupation. If you have any suggestions for ways the secondary schools can provide better help for students who are trying to make a decision about either a traditional or nontraditional occupation, please include them in the space below.